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ABSTRACT

Approximately 100 items are included in this bibliography on competency based education and minimal competency testing. These items, which are arranged in alphabetical order, by title or author, include bibliographies, conference proceedings, monographs, position papers, journal articles, program descriptions, speeches, resource guides, and state of the art reviews. Each item includes a bibliographic citation; source of availability; Educational Resources Information Center (ERIC) accession number (ED number)--if available; a brief annotation; and subject descriptors. A subject index is also provided. (GDC)

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EDUCATION & WELFARE
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The Competency Movement
Annotated Bibliography

September 1979

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TM800 012

Foreword

For the past year the staff members of the Research and Development Interpretation Service (RDIS) have been collecting resources that address the issues surrounding competency-based education and minimal competency testing. This annotated bibliography is a result of that process and of our work to identify the items that will be of most use to the regional exchanges and their clients.

The bibliography is organized in alphabetical order, and the items are also indexed according to major topic area. We recommend that you keep your copies in a looseleaf binder for ease of use and so that you can add new items as they appear.

If there are listed documents which you would like to borrow from our collection, please contact the RDIS staff.

Linda Reed
Director
Research and Development Interpretation Service
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
314/781-2900

File Number: CBE-006

Anderson, Barry D. The Costs of Legislated Minimal Competency Requirements. Background paper prepared for the Minimal Competency Workshops sponsored by the Education Commission of the States and the National Institute of Education, September 1977.

Availability:

Order Number:

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

Abstract:

This paper reports the results of a preliminary survey of the costs associated with legislated minimal competency programs. Two perspectives are presented. The first views legislated minimal competency programs as an instance of government regulation and shows some of the ways in which regulatory actions may increase the costs of operation for regulatees. The second perspective is a cost-benefit approach. Since benefits are almost impossible to measure in economic terms, this approach focuses almost entirely on the costs of a testing program. In the final section of the paper the author makes recommendations for making testing programs more cost-effective.

Descriptors:

Costs, Minimum Competency Programs, Government-School Relationship, Minimum Competency Testing

File Number: CBE-009

Annotated Bibliography on Applied Performance Testing. Portland, Oregon: Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, February 1978. 41 pp.

Availability:

Order Number:

Clearinghouse for Applied Performance Testing
The Lindsay Bldg.
710 S.W. Second Avenue
Portland, OR 97204

Abstract:

This annotated bibliography describes tests and materials related to applied performance testing. Categories included are: conceptual papers on applied performance testing, development of applied performance tests, applications of applied performance testing in education, bibliographies on applied performance testing, language arts, life skills, mathematics, physical education, sciences, vocational/occupational, and miscellaneous. Materials annotated are available from the Clearinghouse for Applied Performance Testing.

Descriptors:

Annotated Bibliographies, Testing

File Number: CBE-010

Annotated Bibliography on Minimum Competency Testing. Portland, Oregon: Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, May 1978.

Availability:
Clearinghouse for Applied Performance Testing
The Lindsay Building
710 S.W. Second Avenue
Portland, OR 97204

Order Number:
ED 156 186

Abstract:
The documents cited in this bibliography were chosen to represent the best and most current literature on minimum competency testing. Emphasis was placed on selecting articles and monographs that would aid educators in designing and implementing minimum competency testing programs. Code letters in the margin distinguish four different categories: articles dealing primarily with minimum comptency measurement issues, papers addressing legal issues, other bibliographies on competency testing, and citations that do not fit into the first three categories. Documents listed are readily obtainable.

Descriptors:
*Annotated Bibliographies, *Basic Skills, *Performance Based Education, *Testing

File Number: CBE-011

Back to Basics. Research Report 1978-1. Washington, D.C.: National School Boards Association, 1978. 41 pp.

Availability:

Order Number:

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

Abstract:

The first segment of this research report contains the highlights of a National School Boards Association survey, along with other evidence and observers' opinions about what is happening in the "back-to-basics movement." The remainder of the report is devoted to seven source documents intended to provide data which will help educators predict the future of the movement. Included among those source documents are "State Activity-Minimal Competency Testing," by Chris Pipho; "What Your Bosses Have in Store for You," by David L. Martin; and "Toward the Fundamentals in Student Development," by Ben Brodinsky.

Descriptors:

Basic Skills, State Programs, Educational Trends

File Number: CBE-013

Baratz, Joan C. Policy Implications of Minimum Competency Testing. Paper presented at the Second Annual AERA Topical Conference, October 1978. 31 pp.

Availability.

Order Number:

Educational Policy Research Institute
of Educational Testing Service
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Abstract:

This paper examines the "minimum competency testing phenomenon" in regard to three areas:

1. Why the focus is on testing as the source of "liberating" data;
2. How diverse, and "underdeveloped," statewide minimum competency programs are; and
3. What policy implications flow from the present testing environment.

The author begins with a statement of her own biases on the subject and concludes with the question which she sees presently before policymakers and educators: Whether in formulating alternatives to the policy issues she identifies, we can benefit from past experience and surmount the political, administrative, legal and technical obstacles that have frustrated previous efforts.

Descriptors:

Minimum Competency Testing, State Programs, Educational Policy

File Number: CBE 015

Basic Skills Assessment Around the Nation. Educational Testing Service Information Report. Princeton, New Jersey: Educational Testing Service, 1977. 24 pp.

Availability:
Educational Testing Service
Princeton, NJ 08541

Order Number:
ED 152 796

Abstract:
This publication is a revised edition of an earlier report on federal, state, and local school district activities relating to minimum standards and basic skills assessment. It describes activities that are subject to change, so that legislation indicated as pending may have been signed into law or defeated. With that caution, the information in this report should be useful as an indication of the broad range and variety of activities related to basic skills occurring at the state and local level across the nation. Twenty-four references relating to minimal competency testing are cited; the most recent is dated 1977.

Descriptors:
*Academic Standards, * Basic Skills, *Educational Assessment, *State Legislation, *State of the Arts Reviews, *Testing Programs

File Number: CBE-016

Bassett, Ronald E. The Basics in Speaking and Listening for High School Graduates: What Should Be Assessed? Unpublished paper, 1977. 27 pp.

Availability:

Ronald E. Bassett
Department of Speech Communication
University of Texas at Austin
Austin, TX 78712

Order Number:

Also in ERIC: ED 153 288

Abstract:

This article describes the work of the Speech Communication Association's Task Force on Minimal Speaking and Listening Competencies for High School Graduates. The importance of competence in speaking and listening is discussed. Information on the procedures used by the Task Force to review research and select and apply criteria to make competency recommendations is provided. The report concludes with a statement of implications of the basic skills recommended.

Descriptors:

*Basic Skills, *Educational Assessment, *Evaluation Criteria, *Graduation Requirements, *Listening Skills, *Speech Skills

File Number: CBE-017

Block, James H. "The 'C' in CBE." Educational Researcher 7, 5 (May 1978): 13-16.

Availability:

Order Number:

Educational Researcher
American Educational Research Association
1126-16th Street, N.W.
Washington, D.C. 20036

Abstract:

This paper proposes one conception of the competent student, discusses some of that conception's features and highlights a few research possibilities. This conception views competent students as those who can, and want to, master the various socially ascribed and self-prescribed roles they will play upon graduation from school. Obviously, this is only one of many possible conceptions, but the author hopes that it will stimulate the educational research and development community to formulate others. Twenty references are cited; the most recent is dated 1977.

Descriptors:

Models, Conceptual Schemes, Performance Based Education, Students, Definitions

File Number: CBE-018

Bonney, Lewis A. Accountability at the Local Level. San Bernardino City Unified School District, California, July 1971. 17 pp.

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 062 701

Abstract:

This report describes the theory and first-year operation of the Educational Management System (EMS), a district-developed approach designed to identify and structure instructional program needs by emphasizing decentralized decisionmaking and focusing on intended program results. The report observes that educators using EMS will continually improve their ability to respond to student needs by (1) regularly identifying the most pressing student needs in the classroom, (2) establishing objectives for student learning in high priority areas, (3) allocating personnel and materials according to objectives, and (4) demonstrating measurable improvements in student performance. The report outlines the steps to be taken by each teacher and principal in preparing his EMS statement, and reproduces several sample statements.

Descriptors:

*Educational Accountability, *Student Needs, *Academic Achievement, *Academic Performance, *Decision-making, *Instructional Programs, *Management Systems, *Decentralization

File Number: CBE-019

Bossone, Richard M., and Troyka, Lynn Quitman, eds., Proceedings of The National Conference on Minimum Competencies: Trends and Issues. New York: Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York, 1977. 116 pp.

Availability:

CUNY Research Foundation
Center for Advanced Study in Education
Graduate School of City University of New York
33 West 42nd Street
New York, NY 10036

Order Number:

(not available from EDRS)
Also in ERIC: ED 141 404
CASE 03-77

Abstract:

On March 4, 1977, the Center for Advanced Study in Education (CASE) of the Graduate School and University Center of the City University of New York (CUNY) and the Board of Education of the City of New York co-sponsored a National Conference on Minimum Competencies: Trends and Issues. Six papers were presented: "An Overview Regarding Minimal Competencies: Problems and Opportunities," by Gordon Ambach; "The Dangers of Knowing Precise Answers to the Wrong Questions," by H.A. Wilson; "Item Characteristics and Criteria," by Donald Ross Green; "The Need for Test Security," by Anthony Polemeni; and "What Everyone should know About Minimum Competencies," by Richard M. Bossone and Lynn Quitman Troyka.

Descriptors:

*Basic Skills, *Conference Reports, *Performance Based Education, *Student Testing, *Elementary Secondary Education

File Number: CBE 020

Bossone, Richard M. Proceedings: The Second National Conference on Testing: Major Issues. City University of New York, 1978. 146 pp.

Availability:

CUNY Research Foundation
Center for Advanced Study in Education
Graduate School of City University of New York
33 West 42nd Street
New York, NY 10036

Order Number:
CASE 27-78

ED 152 825

Abstract:

This volume includes thirteen presentations made during the second national conference on testing. Three papers are presented under each topic area: (1) Evaluating educational programs, (2) Responsible reporting, (3) Minimum competency testing and (4) State and federal testing responsibilities. A final paper by Michael Scriven presents a summary of the conference theme.

Descriptors:

*Educational Testing, *Legal Responsibility, *Minority Groups, *Teacher Associations, *Testing Problems, *Testing Interpretation

File Number: CBE-021

Boston, Robert E. How to Write and Use Performance Objectives to Individualize Instruction, 4 vols. Englewood Cliffs, N.J.: Educational Technology Publications, 1972.

Availability:

Educational Technology Publications
Englewood Cliffs, N.J. 07632

Order Number:

Abstract:

This is a four-volume instructional program for educators, each written to develop proficiency in constructing one of the components essential for individualizing instruction. Volume I is titled How to Analyze Performance Outcomes; Volume II: How to Write Performance Objectives; Volume III: How to Classify a Performance Objective; and Volume IV: How to Develop Performance Instructional Activities and Evaluations. The workbook-like series has been developed to aid the educator in developing skills and knowledge necessary (1) to define the desired outcomes of education for which he is responsible, by means of task analysis and performance objectives; (2) through a detailed analysis to develop the skills for constructing the components and writing perforance objectives acceptable in terms of stated criteria; (3) to demonstrate procedures for constructing a classification of the performance objectives as they relate to levels of cognitive skills; and (4) to design evaluations and instructional programs with recommended methods of materials by which the learners are to achieve the desired outcomes defined in the performance objectives.

Descriptors:

Performance Based Education, Performance Objectives, Individualized Instruction

File Number: CBE-022

Bracey, Gerald W. "Some Reservations about Minimum Competency Testing." Phi Delta Kappan 59, 8 (April 1978): 549-552.

Availability:

Order Number:

Phi Delta Kappa
Box 789
Bloomington, IN 47402

Abstract:

This article is a response to an article by Robert L. Ebel, titled "The Case for Minimum Competency Testing," which appears in the same issue. Bracey attacks Ebel's contentions that declining test scores indicate incompetency and that this incompetency is caused by "soft-headed" pedagogy and is curable through the use of minimum competency testing. Bracey submits that most test score declines can be attributed to learning by television, to opposition to "standardized tests" by the National Education Association, and, most importantly, to shifts in the curriculum. He views those shifts positively and believes that the problem of incompetence "resides more in the overall ambiance of disaffection in the nation" than in the factors Ebel discusses. Bracey's contention is that competence is not rewarded and that in a society where enormous numbers of adversary interactions exist, it is not likely to be. Under those conditions, minimum competency testing can only aggravate the problems.

Descriptors:

Basic Skills, Test Results, Curriculum

File Number: CBE-023

Brickell, Henry M. Let's Talk About Minimum Competency Testing. Denver, Colorado: Education Commission of the States, 1978. 44 pp.

Availability:
Publications Office
Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

Order Number:

ED 155 221

Abstract:
Brickell's paper "Seven Key Notes on Minimum Competency Testing," originally prepared for the Education Commission of the States/National Institute of Education (ECS/NIE) workshops on minimum competency testing, is elaborated into a combined discussion guide and questionnaire in this ECS publication. It has many possible uses--organizing consideration of the issues surrounding minimum competency testing in meetings of state or local study committees, informing various public audiences, and gathering opinions of these goups about the issues it raises. The introduction describes several plans for use of the document. Eight discussion guides present arguments and options dealing with the following questions: Will you test minimum competencies? What competencies will you require? How will you measure them? When will you measure them? How many minimums will you set? How high will you set the minimums? Will you set them for schools or for students? What will you do about the incompetent? Three copies of a detachable questionnaire covering the eight discussion questions are included.

Descriptors:

*Basic Skills, *Discussion Programs, *Evaluation Criteria, *Measurement Goals, *Performance-Based Education, *Public Opinion

File Number: CBE-025

Brodinsky, Ben. Defining the Basics of American Education: Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1977. 46 pp.

Availability:

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IN 47402

Order Number:

Fastback 95

Also in ERIC: ED 145 573

Abstract:

This is a synthesis and an interpretive report of a three-day conference covened at Wingspread in Racine, Wisconsin, in April 1977. The conferees were charged with examining the state of the basic skills in American education, with an intent to analyze requirements for the development of competence in reading, writing, computing, and other basic skills, and to sort out the issues in the "basic skills movement." The author concludes that, for the most part, basics cannot be fixed; what is basic to one student may not be so for another. He acknowledges that the basics include literacy in words and numbers but that basics which may be the ultimate goals of those advocating "back to basics" may be such things as truth, beauty, justice, love, and faith. "We want children to be not only competent but also compassionate."

Descriptors:

*Basic Skills, *Daily Living Skills, *Educational Policy, *Educational Trends, *Language Skills

File Number: CBE-028

Buchmiller, Archie A. Competency Based Education Issues and Implications. Madison: Wisconsin Department of Public Instruction, 1979. 16 pp.

Availability:

Wisconsin Department of Public Instruction
Division for Management, Planning, and Federal Services
126 Langdon Street
Madison, WI 53702

Order Number:

Bulletin #8284

Abstract:

This overview of competency based education attempts to explore some of the important policies and dimensions of CBE which go beyond the popularized notion that simple tests can be devised to make student promotion and graduation decisions or to demonstrate possession of required or desired competencies. The author concludes that assessment programs are complex processes best described as instructional management systems and that they should be developed and implemented with full involvement of the community as well as the professional staff of a school district. He emphasizes that the implementation of a competency based education program must include a strong commitment to correct pupil deficiencies when they are discovered.

Descriptors:

Competency Based Education, Management Systems

File Number: CBE-030

Burdin, Joel L. Three Views of Competency-Based Teacher Education: I Theory. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1974. 38 pp.

Availability:

Phi Delta Kappa
Eight and Union
Box 789
Bloomington, IN 47402

Order Number:

Fastback 48

Also in ERIC: ED 100 810

Abstract:

This bulletin looks at some of the promise and the problems of competency/performance-based teacher education as a training alternative. After discussing the basic and implied characteristics of C/PBTE, the author describes some working examples and discusses some critical problems and important concerns. The central unresolved question around which the concerns revolved is, "What competencies should teachers possess?" Additionally, two further questions must be answered in order for valid decisions to be made: How can C/PBTE help cultivate these competencies? And how can we know when these competencies have been acquired?

Descriptors:

*Performance Based Teacher Education, *Problems, *Teaching Skills

File Number: CBE-031

Burns, Richard W., and Klingstedt, Joe Lars, eds. Competency-Based Education: An Introduction. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973. 169 pp.

Availability:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Order Number:

(not available from EDRS)
Also in ERIC: ED 079-929

Abstract:

This collection of eighteen chapters represents an effort to present, in a single source, an authoritative treatment of major aspects and issues relating to competency-based education. The book deals with CBE as a general concept applicable to all levels of learning. A number of points of view are represented by the authors; the sequence of chapters moves from basic theoretical assumptions and justifications to practical applications to results of implementations. Some representative titles include: "Psychological Implications of Competency-Based Education," by Von I. Young and Adrian P. Van Mondfrans; "Behavioral Objectives for Competency-Based Education," by Richard W. Burns; "Elementary Curriculum Design for the Future," by Elmer C. Ellis; "Certification Issues in Competency-Based Teacher Education," by Theodore E. Andrews; and "Implications of Competency-Based Education for Urban Children," by Leon M. Lessinger.

Descriptors:

*Performance Based Teacher Education, *Performance Contracts, *Performance Criteria, *Performance Specifications, *Teaching Methods.

File Number: CBE-033

Cawelti, Gordon. Vitalizing the High School: A Curriculum Critique of Major Reform Proposals. Washington, D.C.: Association for Supervision and Curriculum Development, 1974.

Availability:

Association for Supervision and
Curriculum Development
1701 K Street, N.W.
Suite 1100
Washington, D.C. 20006

Order Number:

Stock Number: 611-74026

Abstract:

This ASCD Booklet reviews the recommendations of reports of six major committees (some sponsored by foundations and the federal government, others by professional organizations and agencies) which analyzed secondary education during 1973. The author attempts to analyze the reports; summarize and compare the recommendations, showing similarities as well as differences; evaluate the recommendations; and generate new ideas for secondary education, including research and curriculum. Cawelti argues for a secondary school curriculum organized around five clusters or study areas: learning skills; health, physical education, and leisure; career education; cultural studies; and societal studies. Such a curriculum, he says, must start with an idea made acceptable by the accountability movement--that of clarifying instructional goals.

Descriptors:

*Comparative Analysis, *Curriculum Evaluation, *Educational Assessment, *Educational Change

File Number: CBE 199

A Citizen's Introduction to Minimum Competency Programs for Students. Columbia, South Carolina: Southeastern Public Education Program, American Friends Service Committee, 1978.

Availability:

Southeastern Public Education Program
American Friends Service Committee
401 Columbia Bldg.
Columbia, SC 29201

Order Number:

ED 155 200

Abstract:

The first five sections of this publication use a question and answer format to provide readers with facts and points of view which are likely to be part of any discussion about minimum competency programs. A sixth section - "What Citizens Should Look For" - lists critical concerns which should be taken into account when assessing the design and effect of minimum competency programs. Also included in the publication is a selection of readings--excerpts from articles, speeches, letters, testimony--which offer opinions of experienced researchers, educators, and political leaders. An annotated list of resources suggests more detailed information on the many dimensions of minimum competency programs. The appendix consists of a chart prepared by the Education Commission of the States showing state activity on minimum competency.

Descriptors:

*Academic Standards, *Basic Skills, *Mastery Testing, *Performance Based Education, *Student Certification, *Testing Programs

File Number: CBE-035

Clark, James P., and Thomson, Scott D. Competency Tests and Graduation Requirements. Reston, Virginia: The National Association of Secondary School Principals, 1976. 76 pp.

Availability:

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091

Order Number:

Also in ERIC: ED 126 160

Abstract:

The use of a variety of specific competency tests that measure skill achievement required for high school graduation are reviewed in this monograph. The successful performance of certain competencies ordinarily is viewed as an important adjunct of course work. They are not seen by most schools as a replacement for course work, but rather as one significant step toward giving the diploma. The monograph addresses the dual question of assisting students while at the same time insisting that the diploma regain meaning. It provides a background to the competency test movement, and reports on the initiatives taken nationwide to use applied performance tests as a requirement for graduation. Items are presented for several competency tests in current use in the areas of mathematics, reading, writing, democratic process, art, music, and money management. Appendices contain lists of states and schools using competency tests and legislation and State Board rulings concerning competency tests.

Descriptors:

*Criterion-Referenced Tests, *Equivalency Tests, *Graduation Requirements, *Secondary Education

File Number: CBE-036

Cohen, David K. "Reforming School Politics". Harvard Educational Review 48, 4 (1978): 429-447. Also in Future Trends in Educational Policy. Lexington, Massachusetts: D.C. Heath and Co., 1979.

Availability:

Order Number:

Harvard Educational Review
Harvard University
Graduate School of Education
Longfellow Hall
13 Appian Way
Cambridge, MA 02138

Abstract:

Cohen maintains that interest in educational "accountability" is a result of public dissatisfaction with previous efforts to reform education. He postulates that until a decrease in professional power is coupled with an increase of family and community participation in school affairs, there will be no substantial school improvement. Cohen contends that serious social and economic barriers hinder the success of most participatory reform efforts. He further argues that the power of politically unaccountable agencies is as great as any other barrier to educational reform. He also examines other barriers to participatory reform and assesses alternative approaches to reforming school politics.

Descriptors:

Public Opinion, Educational Accountability, Educational Policy

File Number: CBE-037

Common Sense and Testing in English. Report of the Task Force on Measurement and Evaluation in the Study of English. Urbana, Illinois: National Council of Teachers of English, 1975. 33 pp.

Availability:

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Order Number:

NCTE Stock No. 07737

Also in ERIC: ED 108 218

Abstract:

This report intends that people who use standardized tests should recognize that the information supplied by those tests is fragile at best and corrupt at worst. It calls for using common sense in selecting and using tests and interpreting the information derived from testing. At the same time, it calls for the makers of tests to be more explicit in stating the limitations of their tests, to do more to describe the populations on which norms are based, and to be more effective in informing users on proper and improper uses of tests and test data. The report is divided into sections dealing with the facets of English, the uses and misuses of test information, measurement of the outcomes and processes of instruction in English, standardized tests ands the measurement of English instruction, criterion-referenced and domain-referenced tests and the measurement of English instruction, criteria for selecting standardized tests in English, and criteria for the interpretation and use of test results.

Descriptors:

*English Instruction, *Testing, *Test Reliability, *Tests, *Test Validity

File Number: CBE-038

Competency Based Education In-Service Training Workshop Materials, Modules 1-6. Grosse Pointe Woods, Michigan: Rande, Ltd., 1976.

Availability:

Order Number:

Rande, Ltd.
19944 Doyle Place East
Grosse Pointe Woods, MI 48236

Abstract:

This is a six-volume series, each a module in an instructional sequence. The first five together are intended to provide a comprehensive knowledge of the elements of competency-based education. Titles of those modules are: Program Goals or Competencies, Performance Objectives, Objective-Referenced Testing, Learning Activities, and Follow-up. The sixth in the series is a self-contained module designed for individual study as the basis of classroom instruction which complements the five models preceding it. Each module contains the following sequential elements: Introductory Material, Performance Objectives for the Module, Exemption Test, Prerequisite Skills Test, A Series of Learning Experiences and An Exit Test. This process for achieving the objectives for each module becomes the model for competency-based instruction.

Descriptors:

Performance Based Teacher Education, Performance Objectives

File Number: CBE-039

Competency-Based Education, Readi-Reference Packet. Springfield, Illinois: Illinois State Board of Education, 1978.

Availability:

Order Number:

Illinois Resource and Dissemination Network
100 North First Street
Springfield, IL 62777

Abstract:

The focus of this packet is on the elementary and secondary levels. It is divided under these general headings: competency based education, minimum competency testing, minimal competencies, back to basics and graduation requirements. In each section are such documents as bibliographies, summaries of activity related to the subject in various states, copies of relevant legislation, and papers by authors from a variety of perspectives.

Descriptors:

Resource Materials, Competency Based Education, Basic Skills, Graduation Requirements, State Programs

File Number: CBE-040

Competency Based Education Resource Guide. California: San Mateo Educational Resource Center, 1977. 22 pp.

Availability:

San Mateo Educational Resources Center
San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063

Order Number:

Also in ERIC: ED 139-822

Abstract:

This is an annotated compilation of documents about competency-based education. Contents are divided under Background (subdivided General, California, and Oregon), Subject (subdivided Math, Language Arts, General and Multiple, and Other), Tests, and Commercial Materials.

Descriptors:

*Annotated Bibliographies, *Basic Skills, *Performance Based Education, *Resource Guides

File Number: CBE-042

Competency Based Education Sourcebook. Second Edition. Portland, Oregon: Northwest Regional Educational Laboratory, 1977. 560 pp.

Availability:

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204

Order Number:

Also in ERIC: ED 147 952

Abstract:

This an updating and expansion of the first edition of this sourcebook developed for persons responsible for planning and implementing competency-based education programs. The book classifies CBE resources into four content categories: Outcome, Measures, Instruction, and Instructional Management. To facilitate the use of the CBE Sourcebook, the table of contents is arranged in three indices. Specific items may be found under the component index, title index, and originator index.

Descriptors:

*Catalogs, *Performance Based Education, *Program Development, *Resource Materials

File Number: CBE-046

Conaway, Larry E. Setting Standards in Competency-Based Education: Some Current Practices and Concerns. Paper prepared for the symposium on Test Development Issues in Competency-Based Measurement. Research Triangle Park: North Carolina Center for Educational Research and Evaluation, 1977. 25 pp.

Availability:

Research Triangle Institute
Research Triangle Park, N.C. 27709

Order Number:

Abstract:

This paper discusses standard-setting from the perspective of practitioners who are faced with implementing competency-based programs. The literature is reviewed (1) to provide an overview of the status of standard-setting in the literature related to competency-based measurement and (2) to determine, in conjunction with personal conversations with practitioners, what procedures are being used to set passing standards for some competency-based programs which are being implemented or designed. Based upon these foundations the state of the art is then discussed in terms of several factors that are considered to be of importance in settings standards of proficiency. Twenty-one references are cited; the most recent is dated 1977.

Descriptors:

Competency Based Education, State of the Art Reviews, Academic Standards

File Number: CBE-049

Criteria for Evaluating State Education Accountability Systems. Washington, D.C.: National Education Association. 15 pp.

Availability:

Order Number:

National Education Association
1201 - 16th Street, N.W
Washington, D.C. 20036

Abstract:

This paper begins with a brief discussion of basic principles on which state accountability systems should be evaluated. The remainder of the paper is devoted to twenty-six specific criteria which are recommended. Those specific criteria are grouped under these categories: (1) stated purposes and specified use of results; (2) participation and control; (3) data collection; (4) tests; and (5) costs in dollars, time and personnel.

Descriptors:

State Standards, Evaluation Criteria

File Number: CBE-050

Denham, Carolyn H. "Criterion-Referenced, Domain-Referenced and Norm-Referenced Measurement: A Parallax View." Educational Technology 15, 12 (December 1975): 9-12.

Availability:

Educational Technology
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Order Number:

Abstract:

This paper discusses seven types of tests and their accompanying procedures for item selection. In the model presented, criterion-referenced tests and domain-referenced tests are considered as separate types because their item selection procedures may be contrasted. The author believes that, in spite of the recent popularity of criterion-referenced tests, domain-referenced testing may be the most promising kind of test. Domain-referenced testing provides for direct interpretability in terms of behaviors, but it is not dependent upon establishing a criterion level, the choice of which is often arbitrary. Six references are cited; the most recent is dated 1975.

Descriptors:

Measurement Techniques, Criterion Referenced Tests, Norm Referenced Tests, Evaluation Criteria, Tests

File Number: CBE-055

Drumheller, Sidney J. Handbook of Curriculum Design for Individualized Instruction: A Systems Approach. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. 103 pp.

Availability:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Order Number:

(not available from EDRS)
Also in ERIC: ED 050 564

Abstract:

This handbook attempts to present educators with precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. The author discusses the need for curriculum design, presents a model, and describes a general procedure for using the model. He favors a workshop approach to the mastery of the behaviors described in the book and provides an appendix of exercises which can be used either by an individual or as small group discussion exercises.

Descriptors:

*Behavioral Objectives, *Curriculum Design, *Guides, *Individualized Instruction, *Systems Approach

File Number: CBE-056

Dyer, Henry. How to Achieve Accountability in the Public Schools. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973. 45 pp.

Availability:

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IN 47402

Order Number:

#14
Also in ERIC: ED 078 583
(not available from EDRS)

Abstract:

In the first part of this essay the author examines what he considers to be the four main aspects of accountability: accountability for cash, for things, for deeds, and for results. He focuses on some of the major assumptions implicit in the principle of accountability in order to show the kinds of operational problems they can generate. He discusses the problem of providing the flow of information necessary to keep the public adequately informed and school systems adequately responsive to the needs of students and the needs of society. Finally he examines the role of the individual teacher, who must make accountability workable. Dyer asserts that the principle of accountability, if seen as a whole and properly implemented, offers the chief hope of reconciling the tendency to force all units of the educational system into rigidly uniform operational patterns with the tendency to give each unit a free hand to work out its own destiny.

Descriptors:

*Educational Accountability, *Educational Objectives, *Information Processing, *Information Utilization, *Teacher Responsibility

File Number: CBE-058

Ebel, Robert L. "The Case for Minimum Competency Testing." Bloomington, Indiana: Phi Delta Kappa 59, 8 (April 1978): 546-549.

Availability:

Order Number:

Phi Delta Kappa
Box 789
Bloomington, IN 47402

Abstract:

The author believes that minimum competency testing will do much to help restore concern for the cognitive development of young people to the highest priority in the mission of the school. He describes what he sees as widespread acceptance in our schools of an anti-intellectual philosophy of education and maintains that competency testing does not cause failure but only leads to the recognition of it. He discusses some of the problems involved in building tests for minimum competence and concludes that the acceptable level of competence should be determined on the basis of a consensus of expert judgments. What he does not discuss is how that consensus will be reached.

Descriptors:

Minimum Competency Testing, Problems

File Number: CBE-059

Ebel, Robert L. The Uses of Standardized Testing. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1977. 49 pp.

Availability:

Phi Delta Kappa
Box 789
Bloomington, IN 47401

Order Number:

Fastback 93

Also in ERIC: ED 142-567

Abstract:

This bulletin presents the author's views on the value of standardized tests and on their implications for effective teaching. He believes that standardized tests of educational achievement are one good means of systematically auditing the results schools are getting. Much of the article is devoted to refuting the charges made by the critics of standardized testing. A final section considers the alternatives to tests and concludes that they are subject to most of the criticisms that have been leveled at tests. The author concludes that most criticisms of tests are actually criticisms of evaluation itself and that education cannot survive without evaluation, so that educators should continue to use classroom tests and standardized tests along with any other valid indications of achievement in learning that can be used efficiently.

Descriptors:

*Achievement Tests, *Educational Assessment, *Student Evaluation, *Standardized Tests

File Number: CBE-062

Elementary-Secondary Guide for Oregon Schools. Pre-Publication Draft. Salem: Oregon State Department of Education, May 1975. 196 pp.

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 109 753

Abstract:

This publication provides information about the education program requirements of the state board of education and the state statutes, together with suggested school district guidelines. Its three major purposes are to present the revised Minimum Standards for Public Schools adopted by the board in December of 1974, to specify criteria used to determine compliance with the standards, and to briefly describe characteristics of quality in instructional programs. While the new standards continue to reflect a need for beneficial teaching and learning conditions, for the purposes of standardization such conditions are largely relegated to secondary, supportive roles. With the emphasis shifted to educational management processes, the revised standards mark a transitional step in orientation--away from management input and toward processes focused on student learning outcomes.

Descriptors:

*Instructional Programs, *Performance Criteria, *State Departments of Education, *State Standards

File Number: CBE-064

"Establishing and Enforcing Standards of Reading Achievement: Seven Views." Journal of Reading 22, 1 (October 1978).

Availability:

Order Number:

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711

Abstract:

This issue presents a variety of views about standards of reading achievement. Robert J. Tierney and Thomas F. McDonald authored articles which examine the pros and cons of minimal competency testing in reading. Other authors describe state mandated reading programs and describe ways for reading educators to influence legislation. Alvin J. Marcetti discusses "Individualized Reading: Current Programs in the Secondary Schools."

Descriptors:

Academic Achievement, Minimum Competency Testing, Reading Skills, State Programs, State Legislation

File Number:

CBE-068

The Florida Accountability Program: An Evaluation of Its Educational Soundness and Implementation. Washington, D.C.: National Education Association and Florida Teaching Profession-NEA, 1978. 24 pp.

Availability:

National Education Association
1201 - 16th Street, N.W.
Washington, D.C.

Order Number:

ED 161 954

Abstract:

This is a report of an independent evaluation panel under contract to the Florida Teaching Profession-NEA and the National Education Association to assess the soundness and implementation of the Florida Accountability Act of 1976. The panel conducted a study which involved direct testimony from teachers, administrators, parents, and representatives of civic and professional organizations, as well as written information. The information was then discussed and is summarized in this report which is intended to show what the panel concluded to be the strengths and weaknesses of the system. Their evaluation is that the purpose of the accountability program is praiseworthy but that the strategy and implementation involved are seriously faulty. Primary responsibility is taken out of the hands of the local school; the program was begun with such haste that communication about it was often inadequate. The report concludes with suggestions for the future which would help alleviate the weaknesses.

Descriptors:

*Educational Accountability, *Program Improvement, *State Programs, *Testing Programs

File Number: CBE-071

"Four Vignettes." Bloomington, Indiana: Phi Delta Kappan 59, 9 (May 1978): 609-613.

Availability:

Order Number:

Phi Delta Kappa
Box 789
Bloomington, IN 47402

Abstract:

Each of the four vignettes is written by an official of a school district which has pioneered in the minimum competency testing movement. The short papers summarize the districts' experiences in that effort. Titles and authors incuded are "Modesto, California: A Return to the Four Rs" by James C. Enoch; "Denver, Colorado: A 17-Year-Old Minimum Competency Testing Program" by Barry B. Beal; "Charleston, West Virginia: Competency Requirements for Special Education Students" by Catherine Candor-Chandler; and "Gary, Indiana: High School Diplomas with Meaning" by Donald J. Henderson.

Descriptors:

Minimum Competency Testing, Special Eduation, Graduation Requirements

File Number: CBE-074

Galloway, James R.; Schipper, William V.; and Norman, Michael E. Competency Testing, Special Education and the Awarding of Diplomas. Washington, D.C.: National Association of State Directors of Special Education, 1979. 44 pp.

Availability:

Order Number:

Publications Office
The National Association of State Directors
of Special Education, Inc.
1201 16th St., N.W.; Suite 610-E
Washington, D.C. 20036

Abstract:

This report is a summary of survey information collected from fifty-four State Directors of Special Education, who responded to six questions regarding mandated competency testing programs, individuals required to take the test, special procedures used in administering the test, awarding regular or special diplomas to handicapped studetns, and issuance of certificates of attendance. Summary comments, collective responses, and individual state responses are included in this report. An extensive bibliography on competency testing is provided in the Appendix.

Descriptors:

Minimum Competency Testing, State Programs, Special Education

File Number: CBE-078

Glass, Gene V., and Smith, Mary Lee. "The Technology and Politics of Standards," Educational Technology 18, 5 (May 1978): 12-18

Availability:

Order Number:

Educational Technology
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Abstract:

The authors maintain that the educational movements supposedly based upon criterion-referenced testing are not founded on any genuine technological advance, but rather make appeals to technology to support more basic political motives having to do with who controls the schools. They assert that criterion-referenced testing involves standards so arbitrary as to result in confusion and disaster. Six classes of techniques for determining the criterion scores on a criterion-referenced test are described, critiqued, and found unreliable in terms of measuring competency. The suggestion is made that perhaps the only criterion that is safe and convincing in education is change, which replaces absolute standards with essentially comparative concepts. The observation that most educators and laymen seem indifferent to the authors' arguments lead them to conclude that the persistence of the competency testing movement is comprehensible only when seen as a politically useful endeavor.

Descriptors:

Criterion Referenced Tests, Educational Change, Public Opinion

File Number: CBE-079

Gonder, Peggy. The Competency Challenge: What Schools are Doing. Arlington, Virginia: National School Public Relations Association, 1978. 97 pp.

Availability:

National School Public Relations Association
1801 N. Moore Street
Arlington, VA 22209

Order Number:

411-13345

Also in ERIC: ED 162 417

Abstract:

This report intends to provide school practitioners at all levels with current information on the issues at the core of the competency movement. It begins with an examination of the forces that brought the competency movement to national prominence and an attempt to define some aspects of the movement. One chapter is devoted to a discussion of Henry Brickell's seven questions which must be resolved before a testing program can begin. Many case studies are presented showing ways local districts and states have been meeting the competency challenge, along with their advice about avoiding pitfalls inherent in that process. A final chapter discusses trends and implications associated with competency programs.

Descriptors:

*Basic Skills, *Minimum Competency Testing, *Performance Based Education

File Number: CBE-081

Gorth, William Phillip; O'Reilly, Robert P.; and Pinsky, Paul D. Comprehensive Achievement Monitoring: A Criterion-Referenced Evaluation System. Englewood Cliffs, New Jersey: Educational Technology Publications, 1975. 268 pp.

Availability:

Order Number:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Abstract:

This monograph presents a model--Comprehensive Achievement Monitoring (CAM)--for criterion-referenced evaluation in the schools. It is intended to help in planning and implementation of criterion-referenced evaluation at the school district level and provides information relevant to the evaluation of students, staff, curriculum, instructional resources, organizational structure, and itself. The book is structured into four parts. Part I, entitled "Concepts of Evaluation," examines the context of educational decision-making and investigates current methods of evaluation in the light of that context. Part II focuses on "Objectives for Criterion-referenced Evaluation;" Part III, "Evaluation Design," details a number of different, but related, designs for evaluation. The final part, "Implementation," briefly brings the reader to the practical level of how one begins and what resources are needed to implement a criterion-referenced evaluation system.

Descriptors:

Evaluation Criteria, Evaluation, Educational Assessment, Models

File Number: CBE-200

Green, Thomas F. Minimal Educational Standards: A Systematic Perspective. Background paper prepared for the Minimal Competency Workshops sponsored by the Education Commission of the States and the National Institute of Education, 1977. 35 pp.

Availability:

Order Number:

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

Abstract:

This monograph presents a perspective within which the movement for establishing minimum educational standards is related to historical experience, to other problems facing educators, and to other social interests than those of educators. The author explores three propositions: (1) that the long-standing social goal of increasing levels of educational attainment is in fundamental conflict with the equally desirable goal of increasing levels of achievement; (2) that the goals we express in policy for the system are always minimal standards because in the social practice of the system they operate always as measures of failure rather than as standards of success; and (3) that minimum standards are unlikely to succeed unless they are underwritten by appropriate, successful political arguments. The author concludes that the movement to establish minumal standards for education is essentially a movement stemming from a political need for more efficient management of the system, and suggests that its political life will not extend beyond the public demand for efficient management of constantly escalating minimal needs.

Descriptors:

Academic Standards, Educational Policy, Management Systems

File Number: CBE-087

Haney, Walt, and Madaus, George. "Making Sense of the Competency Testing Movement." Harvard Educational Review 48, 4 (1978): 462-484.

Availability:

Order Number:

Harvard Educational Review
Harvard University
Graduate School of Education
Longfellow Hall
13 Appian Way
Cambridge, MA 02138

Abstract:

In this article Walt Haney and George Madaus explore the complexities of minimal-competency testing. They examine the implementation of minimal-competency testing programs nationwide and argue for a careful consideration of several important unresolved issues: the definition of what constitutes a "minimal competency," the determination of appropriate measures, and the use of the concept of minimal competence in formulating educational goals.

Descriptors:

Minimum Competency Testing, Minimum Competency Programs, Educational Objectives

File Number: CBE-090

Hathaway, Walter, and Scofield, Sandra. Educational Reform: The Role of Competency Based Education. Proceedings of a conference sponsored by the Study of Commission of the Council of Chief State School Officers. Salem: Oregon Competency Based Education Program, NWREL, 1976. 167 pp.

Availability:

Oregon Competency Based Education Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland OR 97204

Order Number:

Also in ERIC ED 135 061

Abstract:

This volume presents the proceedings of a four-day conference of more than seventy educational policy makers, practitioners, and researchers representing over thirty-five states. The conference was held in order to exchange information about the implementation of competency based education in the public schools, and about the effects of this approach to results-based education on the quality and productivity of schooling. The full text of major addresses is given where available. Abstracts are given of presentations by state representatives and researchers, and there is a summary of some of the final day's discussion. In addition, the book gives information about competency based education issues, trends, policies, programs, developments and resources gathered during and after the conference.

Descriptors:

*Educational Change, *Performance Based Education, *Program Descriptions, *State Departments of Education, *State Programs, *State Standards

File Number: CBE-092

Hawes, Gene R. "Managing Open Education." Nation's Schools 93, 6 (1974): 33-47.

Availability:

Order Number:

Nation's Schools Report
McGraw-Hill Publications Co.
1221 Sixth Avenue
New York, NY 10020

Abstract:

This article describes approaches to evaluation and accountability being used in so-called "open" schools. Open-education leaders share with the proponents of criterion-referenced testing the belief that any school's effectiveness should be evaluated according to criteria that are thoroughly defined and supported in the school's own community. However, the open-education leaders add many evaluation criteria to the successive skill levels in various subjects which are common in criterion-referenced test systems. Rather than mastery of specified skills at successive grade levels by every child, their aim is maximum growth by the individual child in all aspects of his or her development, according to that child's own unique pattern and timing. Where capably applied, their methods for accountability have proven satisfying and comprehensive for key constituencies and may have much to offer to any educator concerned with evaluation. The article closes with nine evaluation examples that have been put into actual use in open schools.

Descriptors:

Open Education, Educational Accountability, Evaluation, Testing, Case Studies

File Number: CBE-094

Hively, Wells, ed. Domain-Referenced Testing. Englewood Cliffs, New Jersey: Educational Technology Publications, 1974. 150 pp.

Availability:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Order Number:

Also in ERIC: ED 102 204

Abstract:

The central assumption in domain-referenced testing (DRT), as presented in this book, is that a domain may be determined which adequately represents a particular universe of knowledge. After a domain has been established, the technological and practical problem of using domain-referenced testing must be solved. This book contains a collection of twelve short chapers covering such DRT topics as definition and function; sampling plans; instructional accountability; curriculum assessment, management, and modification; teacher, program and product evaluation; relation of performance contracting experiments to DRT: individualized instruction; and behavioral growth tracking. Brief comments and helpful sources are provided by the editor.

Descriptors:

*Behavioral Objectives, *Behavior Change, *Criterion-Referenced Tests, *Evaluation, *Evaluation Methods

File Number: CBE-096

Houston, W. Robert, and Jones, Howard L. Three Views of Competency-Based Teacher Education: II University of Houston. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1974. 29 pp.

Availability:

Phi Delta Kappa Educational Foundation
Eighth and Union
Box 789
Bloomington, IN 47401

Order Number:

Fastback 49

Also in ERIC: ED 100 811

Abstract:

This is a description of a competency-based program for prospective teachers at the University of Houston. The authors discuss the assumptions underlying the program and describe in some detail how the program is implemented. Five propositions about teacher behavior underlie the competencies and objectives of the program, as well as provide the basis for the development of instructional materials and the design of evaluation procedures. Prospective teachers are held accountable for the demonstration (not just the acquisition) of competencies, and are given opportunity to do that in simulated and actual classroom situations. The authors admit that assessment of those competencies is imprecise, because research has not yet provided conclusive information on what competencies should be assessed or how to specify the level of competency acceptable for beginning practitioners.

Descriptors:

*Performance Based Teacher Education, *Program Design, *Teaching Skills

File Number: CBE-099

Information Topic Package on Minimum Competencies: General. Chelmsford, Massachusetts: Merrimack Education Center, 1979.

Availability:

Order Number:

IES/MEC Information Services
Merrimack Education Center
101 Mill Road
Chelmsford, MA 01824

Abstract:

This document provides information and explores some of the pertinent issues and concerns relevant to minimum competency testing and programs. The topic package includes seven ERIC abstracts, eleven journal articles reprints, three documents on microfiche, and twenty-six bibliographic citations. Much of the topic literature available as of January 1979 is covered.

Descriptors:

Minimum Competency Testing, Resource Materials

File Number: CBE-100

Information Topic Package on Minimum Competencies: Graduation Requirements. Chelmsford, Massachusetts: Merrimack Education Center, 1978.

Availability:

Order Number:

IES/MEC Information Services
Merrimack Education Center
101 Mill Road
Chalmsford, MA 01824

Abstract:

This document includes a variety of resources on the topic of minimum competency/graduation requirements. There are twenty ERIC abstracts of relevant documents available on the subject, as well as reprints of thirty articles and eleven documents on microfiche. The package represents the results of a search of the literature current at the time of compilation as well as information from other sources.

Descriptors:

Resource Materials, Graduation Requirements

File Number: CBE-101

Information Topic Package on Minimum Competencies: Programs. Chelmsford, Massachusetts: Merrimack Education Center, 1979.

Availability:

Order Number:

IES/MEC Information Services
Merrimack Education Center
101 Mill Road
Chelmsford, MA 01824

Abstract:

This document reports on the development, progress, and evaluation of specific minimum competency programs and addresses various considerations related to their successful operation. The topic package includes nine ERIC abstracts, thirteen journal article reprints, three documents on microfiche, and twenty-nine bibliographic citations. It covers much of the topic literature available as of January 1979.

Descriptors:
Resource Materials, Minimum Competency Programs

File Number: CBE-102

Information Topic Package on Minimum Competencies: Tests and Testing. Chelmsford, Massachusetts: Merrimack Education Education Center, 1979.

Availability:

Order Number:

IES/MEC Information Services
Merrimack Education Center
101 Mill Road
Chelmsford, MA 08124

Abstract:

This document examines the topic of competency tests and testing in specific terms, with emphasis on test structure and content. Discussions of issues directly related to competency testing are also reported. The package includes seven ERIC abstracts, eleven journal article reprints, three documents on microfiche, and thirty-nine bibliographic citations.

Descriptors:

Resource Materials, Tests, Testing, Minimum Competency Testing

File Number: CBE 103

Issues in Minimum Competency Testing and Competency Based Education. Proceedings of an invitational symposium. Austin, Texas: Southwest Educational Development Laboratory, 1978. 91 pp.

Availability:
Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701

Order Number:
ED 154 041

Abstract:
A variety of viewpoints were represented in this symposium for chief state school officials and senior staff of state departments of education. Russell Vlaanderen, Education Commission of the States, opened with a national overview: "The Policy Implications of Minimum Competency Testing: The Case of the Standardized Student." Attorney Merle Steven McClung cautioned that many current state programs may violate student "due process" in "Are Competency Testing Programs Fair? Legal?" Glenn Davis, in "The California Experience in Minimum Competency Testing and CBE," and Ken Loewe in "Florida's Program in Minimum Competency Testing," offered an historical perspective for the less experienced states. Michigan State Senator Jack Faxon addressed "The Consumer's View of Education: Legislative Concerns for Educational Accountability." Representing the National Institute of Education were Paul Cawein: "Beyond Minimum Competency Testing: CBE as an Educational Reform Process" and Ed Ellis: "Linking Educational Agents for Improved Practices." Presentations on "State Programs Related to CBE and Minimum Competencies" completed the proceedings: Alan Morgan described New Mexico's Basic Skills Plan which has an unusual life skills emphasis. James Casey described Oklahoma's recent basic skills assessment, and Keith Cruse outlined Texas' unusual approach to defining educational outcomes through a school accreditation process. The presentations highlighted important policy implications in the nature and assessment of competencies, the evaluation of student progress, and the organization of curriculum and instruction for competency.

Descriptors:
*Basic Skills, *Mastery Testing, *Performance Based Education, *State Legislation, *State Programs, *Testing Programs

File Number: CBE-104

Kapfer, Miriam B., ed. Behavioral Objectives: The Position of the Pendulum. Englewood Cliffs, New Jersey: Educational Technology Publications, 1978. 184 pp.

Availability:

Order Number:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Abstract:

The purpose of this book is to characterize the behavioral objectives movement and to assess its impact on the current educational scene. In addition, the authors in the book were asked to point to some new directions through a past-present-future analysis of behavioral trends. Eleven papers are included; some generalizations which the editor draws from them are: behavioral objectives represent one tool for systematic instructional design and validation and are a significant step toward a more scientific approach to teaching and learning; behavioral objectives may be written at a variety of levels of inclusiveness to serve varying needs; highly specific behavioral objectives may be made meaningful by relating them to some type of variously labeled broader goals; behavioral objectives as a structural component of curriculum may be used either to free and expand learning environments or to control and limit them; behavioral objectives techniques may be shaped to meet emerging educational needs. The book "does not celebrate the end of a trend....it seeks to positively redirect the energy generated by the behavioral objectives movement toward varied solutions of challenging new problems and recurring old ones so that future educational programs can function more effectively."

Descriptors:

Behavioral Objectives, Educational Trends, Curriculum Design

File Number: CBE-107

Kay, Patricia M., ed. "Assessing the Competence of Preservice Teachers," special issue, Journal of Teacher Education 29, 2 (1978). Washington, D.C.: American Association of Colleges for Teacher Education.

Availability:

Order Number:

Journal of Teacher Education
American Association of Colleges
for Teacher Education
One Dupont Circle, N.W.
Suite 610
Washington, D.C. 20036

Abstract:

This issue includes procedings of two conferences held in New York State: "Assessment in CBTE: The Search for Evidence," and "CBTE in Special Education." Taken together, the articles constitute a statement about the state of the art of competency assessment that is a result of the expressed concerns of teacher educators as they struggled to address the question, "How do you know when and if a prospective teacher is competent enough to enter the teaching profession?" Thirteen articles are included; some of the titles are "Designing and Installing Assessment Systems," "Insuring Reliability and Validity," "Alternative Assessment Strategies," "Do Cooperating Teachers Influence the Educational Philosophy of Student Teachers?"

Descriptors:

Preservice Education, Performance Based Teacher Education, State of the Art Reviews, Teacher Qualifications, Conference Reports

File Number: CBE-108

Kelley, Edgar. Three Views of Competency-Based Teacher Education: III University of Nebraska. Bloomington, Indiana: The Phi Delta Kappa Educational Foundation, 1974. 29 pp.

Availability:

Phi Delta Kappa
Eighth and Union, Box 789
Bloomington, IN 47401

Order Number:

Fastback #50

Also in ERIC: ED 100 812

Abstract:

This booklet addresses the question of whether or not competency based teacher education and performance based teacher education can foster meaningful change in teacher preparation programs. To illustrate issues, the author uses specific examples drawn from NUSTEP (Nebraska University Secondary Teacher Education Program). NUSTEP is one of the few performance-based teacher education programs that began as early as 1968, so that it has been in operation long enough to identify some of the promises and problems of performance based teacher education and competency based teacher education. The author is skeptical about future prospects for both.

Descriptors:

*Educational Assessment, *Educational Problems, *Performance Based Teacher Education, *Preservice Education, *Program Development

File Number: CBE-109

Knapp, Joan. A Collection of Criterion-Referenced Tests. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1974. 13 pp.

Availability:

Educational Testing Service
Princeton, NJ 08541

Order Number:

TM Report 31
Also in ERIC: ED 099 427

Abstract:

Following a brief introduction which defines criterion-referenced tests, compares them to norm-referenced tests, and discusses some of the limitations and problems in criterion-referenced testing, this booklet describes fifteen tests designated in the Test Collection Office of Educational Testing Service and labeled in the ERIC system as criterion-referenced tests. Each test description includes general information, information on format and administration and on response mode and scoring, and technical information. The collection does not include tests for which descriptions are readily available from other sources or for which little data were available, but it does typify the variety of tests that are available under the rubric "criterion-referenced."

Descriptors:

*Criterion-Referenced Tests, *Elementary Secondary Education, *Test Reviews, *Tests

File Number: CBE-112

Lessinger, Leon M., ed. "Accountability in Education." Englewood Cliffs, New Jersey: Educational Technology 11, 1 (January 1971). Special Issue.

Availability:

Order Number:

Educational Technology
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Abstract:

This special issue contains sixteen articles which examine the many implications of the controversial movement toward accountability in education. Some articles discuss accountability in general--how it is defined, what kinds of methods may be used to measure it, and so forth; others deal with a more specific aspect of the subject. Examples are "Accountability, a System Approach and the Quantitative Improvement of Education--An Attempted Integration," by Roger A. Kaufman; "Accountability in Vocational-Technical Instruction," by James Straubel; and "A Suggested Schema for Faculty Commission Pay in Performance Contracting," by George H. Voegel.

Descriptors:

Educational Accountability, Measurement

File Number: CBE-116

Lipsitz, Lawrence, ed. The Test Score Decline: Meaning and Issues. Englewood Cliffs, New Jersey: Educatinal Technology Publications, 1977. 220 pp.

Availability:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Order Number:

Also in ERIC: ED 138 643

Abstract:

This collection of fifteen papers is intended to help clarify the issues in the controversy which has arisen over declining test scores of students. Some of the questions dealt with are: Is the decline in skills real, or is there something wrong with the tests? If the decline is real, what accounts for it? Representative titles include "The SAT Score Decline: Facts, Figures and Emotions" by William V. Harris, "Minorities, Instructional Objectives and the SAT" by Richard W. Burns, "Changing IQ and Family Context" by Herbert J. Walberg, and "If Reading Scores Are Irrelevant, Do We Have Anything Better?" by Henry Acland.

Descriptors:

*Achievement Tests, *College Entrance Examinations, *Low Achievement Factors

File Number: CBE-119

McClung, Merle Steven, and Pullin, Diana. "Competency Testing and Handicapped Students." Clearinghouse Review 11, 11 (March 1978): 922-927.

Availability:

Order Number:

Clearinghouse Review
500 N. Michigan Avenue
Suite 2220
Chicago, IL 60611

Abstract:

This article discusses some issues concerning the fairness and legality of competency testing programs for the handicapped by raising questions about (1) exemptions for handicapped students, (2) individual determinations, (3) differential diplomas and standards, and (4) differential assessment procedures. The authors offer the article as preliminary thoughts about these questions, acknowledging that other issues of equal or greater importance are likely to emerge after further dialogue on the subject.

Descriptors:

Legal Responsiblity, Special Education, Minimum Competency Testing, Graduation Requirements, Equal Education

File Number: CBE-120

McClung, Merle Steven. "Competency Testing: Potential for Discrimination." Clearinghouse Review 11, 5 (September 1977): 439-448

Availability:

Order Number:

Clearinghouse Review
500 N. Michigan Avenue
Suite 2220
Chicago, IL 60611

Abstract:

McClung identifies a number of legal problems associated with minimum competency testing programs, and formulates some possible legal challenges against programs that are racially discriminatory. He focuses on the problems of: (1) racial discrimination; (2) inadequate phase-in periods; (3) tests which are not reliable or have not been validated; (4) inadequate matching of the instructinal program to the test; (5) inadequate remedial instruction which creates or reinforces tracking; and (6) unfair apportionment of responsibility between students and educators." McClung illustrates his arguments using the example of the Palm Beach County, Florida minimum competency testing program.

Descriptors:
Legal Responsibility, Minimum Competency Testing

File Number: CBE-124

Mazzarella, JoAnn. "Accountability and Testing." School Leadership Digest, Second Series, No. 5. Arlington, Virginia: National Association of Elementary School Principals, 1975. 26 pp.

Availability:

Order Number:

National Association of Elementary School Principals
1801 No. Moore Street
Arlington, VA 22209

Abstract:

This bulletin summarizes some of the issues which educators face in deciding what and whether to test. After discussing some of the various definitions of accountability, the author presents information about both standardized and criterion-referenced tests and the advantages and disadvantages of each. Another chapter considers whether or not both kinds of tests breed more problems than they solve. The conclusion is drawn that the method of evaluation depends on the definition of accountability used, and this depends on how one defines "good education."

Descriptors:

Educational Accountability, Criterion Referenced Tests, Standardized Tests, Tests, Testing Problems

File Number: CBE-125

Mead, Nancy A. Issues Related to Assessing Listening Ability. Paper presented at the 1978 Annual Meeting of the American Educational Research Association at Toronto.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 155 759

Abstract:

This paper discusses the results of a pilot study of how to assess listening ability and indicates the implications of this experience for future measurement of listening ability. The study revealed that previous research on listening has not produced a single, empirically based definition of listening ability and those definitions that do exist do not indicate a clear hierarchy or scope and sequence of skills. The items developed in the pilot study do not constitute a test per se but are used to describe the accomplishments of nationally representative groups of students. One problem which surfaced was the differing responses between minority and nonminority students, which led to attempts to identify item bias as well as the relationship of cultural background to listening styles. Recommendations for future development of listening assessment include: (1) focus on skills which are unique and central to listening, (2) use short, interesting listening stimuli, and (3) consider extraneous factors which might contribute to item bias.

Descriptors:
*Listening, *Listening Skills, *Listening Tests, *Research Projects

File Number: CBE-128

Miller, Barbara S., ed. Minimum Competency Testing. A Report of Four Regional Conferences. St. Louis, Missouri: CEMREL, Inc., 1978. 79 pp.

Availability:

Publications Office
Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

Order Number:

ED 156 724

Abstract:

The four regional workshops on minimum competency testing held in the fall of 1977 by the Education Commission of the States and the National Institute of Education are summarized in this report. Remarks, questions and suggestions of the 517 participants are synthesized, showing areas of consensus and disagreement. The first section, "Checking Perceptions," presents the perspectives of legislators, educators and community representatives. Section Two, "Topical Issues" summarizes discussions on six topics: guidelines for selecting minimum competencies, setting standards, instructional management, accountability issues, testing issues and financing minimum competency programs. The third section, "The Next Step. . ." contains suggestions for action and study, needs for research and technical assistance, and a list of possible pitfalls. The fourth section, "Background Papers," gives highlights of the five papers prepared for the conferences, as well as others that were informally shared. Appendices include: the text of Henry Brickell's address, "Seven Key Notes on Minimal Competency Testing," descriptions of four states' approaches to minimum competency testing, Chris Pipho's summary of state activity, and a list of conference participants.

Descriptors:

*Academic Standards, *Conference Reports, *Educational Assessment, *Performance-Based Education, *State Standards, *Testing Programs

File Number: CBE-130

Minimum Competency Standards: Three Points of View. Newark, Delaware: International Reading Association, 1978.

Availability:

Order Number:

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711

Abstract:

This pamphlet presents three points of view which seemed to predominate a discussion on minimum competency by the Board of Directors of the International Reading Association. The leading exponents of each viewpoint were ask to prepare short position statements for publication. Kenneth Goodman's statement is titled "Minimum Competencies: A Moral View" and questions the morality of the basic procedures involved in setting minimum competency standards. Roger Farr, in "The Potential Misuse of Tests," expresses concern over the limitation of testing procedures in determining whether competency levels have been attained. Jack Cassidy writes "Minimum Competency Programs--How?" in which he accepts minimum competency programs as a fact of public school life and considers how professional educators can live with them.

Descriptors:

Minimum Competency Programs, Testing Problems

File Number: CBE-131

Minimum Competency. Washington, D.C.: National School Boards Association, 1978. 35 pp.

Availability:

Order Number:

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

Abstract:

This report reviews the highlights of a national conference sponsored by the Department of Health, Education and Welfare on "Achievement Testing and the Basic Skills" and of a report released at that conference, titled "Improving Educational Achievement." That report, prepared by a panel of nine leading education scholars under the sponsorship of the National Academy of Education, responded to eight important questions about competency testing and basic skills and advised the federal government that it should not be in the business of developing national tests. Also included in this document are "Recommendations from the Education Commission of the States" and "The NSBA 'Minimal Competency Testing' Survey." The Education Commission of the States recommends caution in approaching competency testing, urges that tests not be charged with trying to accomplish things they cannot, and also suggests that tests should not be the only criterion applied for high school graduation. Results of the NSBA survey showed that school boards were vehemently opposed to federally created national tests.

Descriptors:

Conference Reports, Achievement Tests, Basic Skills, Academic Achievement, Educational Testing, Government-School Relationship

File Number: CBE-133

Nagel, Thomas S., and Richman, Paul T. Competency-Based Instruction: A Strategy to Eliminate Failure. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. 98 pp.

Availability:

Order Number:

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Abstract:

This is a programmed text on competency-based instruction--what it is, what its value is, how to do it. It is intended to be a model so that teachers can make use of instructional objectives to develop their own programs which free both students and teachers to work at their own rates without fear of failure. The model allows for "expressive" as well as "instructional" objectives, expressive objectives being those which do not necessarily result in specific outcomes for each child. Criterion-referenced instruction and personalization of instruction are discussed. Also included are sample modules, tests, and a bibliography.

Descriptors:

Competency Based Education, Models, Performance Based Teacher Education, Educational Objectives

File Number: CBE-136

Neill, Shirley Boes. The Competency Movement: Problems and Solutions. Arlington, Virginia: American Association of School Administrators, 1978. 92 pp.

Availability:

Order Number:

American Association of
School Administrators
1801 N. Moore Street
Arlington, VA 22209

Abstract:

This report is the second in the AASA Critical Issues Series, providing a comprehensive, up to date analysis of the reasons underlying the competency movement and offering "how-to" advice for school administrators dealing with minimum competency testing. A list of chapter titles provides an indication of the book's breadth of coverage: What Is the Competency Movement? What Do Administrators Think? Reasons Behind the Movement, Declining Test Scores, Facts and Figures, National Assessment Can Help, What's Happening in the States, What's Happening in Local Districts, How To: Tips and Guidelines on Minimum Competencies, and What are the Basics? This book is perhaps the best single source of information on competency testing.

Descriptors:

Minimum Competency Testing, Educational Assessment, Tests, Basic Skills

File Number: CBE-141

Oregon Competency Based Education Publications Available as of February 1978. Portland, Oregon: Northwest Regional Educational Laboratory, 1978. 6 pp.

Availability:

Order Number:

Office of Marketing
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204

Abstract:

This bibliography of selected publications on Oregon competency based education includes titles, content descriptions, author/agency information, order source and price per copy.

Descriptors:
Annotated Bibliographies, Competency Based Education, Oregon

File Number: CBE-148

Performance Objectives in Education. The Educational Technology Review Series, No. 7. Englewood Cliffs, New Jersey : Educational Technology Publications, 1973. 135 pp.

Availability:

Educational Technology Publications
Englewood Cliffs, NJ 07632

Order Number:

(not available from EDRS)
Also in ERIC: ED 073 621

Abstract:

This volume contains thirty-five articles which originally appeared in Educational Technology Magazine. A wide range of viewpoints is represented. Among the titles and authors included are: "The Secrets We Keep from Students" by William A. Deterline, "Behavioral Control: the Matter of Ethics" by John M. Muchmore, "When Should You Lie to Students?" by Stuart R. Johnson, "Measuring Objectives and Grading" by Richard W. Burns, "Behavioral Objectives in the Cognitive and Affective Domains" by Philip G. Kapfer, and "Performance Contracting for Public Schools" by James C. Gillis, Jr.

Descriptors:

*Behavioral Objectives, *Educational Technology, *Performance Contracts, *Performance Specifications, *State of the Art Reviews

File Number: CBE-149

Perrone, Vito, The Abuses of Standardized Testing. Bloomington, Indian: Phi Delta Kappa Educational Foundation, 1977. 42 pp.

Availability:

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IN 47401

Order Number:

Fastback 92

Also in ERIC: ED 141 399

Abstract:

The author acknowledges his basic position, which is that the value of presently available standardized tests is outweighed significantly by their negative effects on children and programs. He discusses some of the historical roots of standardized testing in this country and then addresses several issues which relate generally to the technical aspects of testing and which tend to create misunderstandings and misuse. A moratorium on the use of standardized tests would, he believes, encourage the development of alternatives which might be more useful. He concludes with a discussion of some possible alternative forms of evaluation.

Descriptors:

*Achievement Tests, *Intelligence Tests, *Standardized Tests, *Testing Problems, *Test Validity

File Number: CBE-151

Pipho, Chris. "Minimal Competency Testing: A Look at State Standards." Educational Leadership 34, 7 (April 1977): 516-520.

Availability:

Order Number:

Educational Leadership
Association for Supervision and Curriculum Development
1701 K Street, N.W.
Suite 1100
Washington, D.C. 20006

Abstract:

Pipho reviews the status of minimum competency testing legislation as of early 1977 and suggests that states are "beginning to be more selective about the issues they wish to incorporate into legislation...(and) are asking more questions and studying alternatives before taking action." He offers a list of several questions that educators are wrestling with. The article concludes with brief summaries of 16 states' activities in legislating and implementing minimum competency testing.

Descriptors:
Minimum Competency Testing, State Legislation, State Programs

File Number: CBE-155

Popham, W. James, ed. Criterion-Referenced Measurement: An Introduction. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. 108 pp.

Availability:

Educational Technology Publications
Englewood Cliffs, NJ

Order Number:

(not available from EDRS)
Also in ERIC: ED 053 200

Abstract:

This book includes three papers presented at a symposium of the American Educational Research Association on the topic, "Criterion-Referenced Measurement: Emerging Issues," along with three introductory articles which provide background for the symposium topics. The symposium was designed to stimulate the proposal of alternative constructs and techniques for developing high quality criterion-referenced measures. The symposium papers include "The Applicability of Criterion-Referenced Measurement by Content Area and Level" by Alfred D. Garvin, "Evaluative Aspects of Criterion-Referenced Measures" by Richard C. Cox, and "Indices of Adequacy for Criterion-Referenced Test Items" by W. James Popham.

Descriptors:

*Criterion Referenced Tests, *Educational Testing, *Measurement, *Measurement Techniques, *Symposia

File Number:

CBE-156

Popham, W. James. "Practical Criteria-Referenced Measures for Intrastate Evaluation," Educational Technology 18, 5 (May 1978): 19-23.

Availability:

Order Number:

Educational Technology
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Abstract:

The author raises the question of whether statewide assessment programs are worth the financial investment they require, answers it in the negative, and asserts that it is time to modify those programs so that they have a greater chance of effectiveness. Most of the paper is devoted to an examination of several fundamental choice points faced by planners and proprietors of statewide testing programs and suggestions are made for making decisions that will help to assure that the programs achieve their potential for educational improvements.

Descriptors:

Costs, State Programs, Minimum Competency Programs, Testing

File Number: CBE 157

Preparation of Elementary and Secondary Teachers in Speech Communication and Theatre. Falls Church, Virginia: Speech Communication Association; Washington, D.C.: American Theatre Association, 1978. 68 pp.

Availability:		Order Number:
Speech Communication Association 5205 Leesburg Pike Falls Church, VA 22041	American Theatre Association 1029 Vermont Ave., N.W. Washington, D.C. 20005	ED 153 274

Abstract:
This bulletin includes two documents prepared by the Joint Task Force on Teacher Preparation in Speech Communication and Theatre (of the Speech Communication Association and the American Theatre Association). The first document is titled "Competency Models in Speech Communication and Theatre for Preparation and Certification of Elementary and Secondary School Teachers." It provides guidelines for generating specific competency statements and assessment procedures in local programs which prepare both specialists and non-specialists in communication and theatre. Five models are given which can be applied to pre- and in-service education programs designed to help teachers achieve skills relevant to their professional roles. The second document is "Guidelines for Speech Communication and Theatre Programs in Teacher Education." It is intended for institutions which prepare teachers of speech communication and theatre and has been used by the National Council for Accreditation of Teacher Education in evaluating programs and planning for the future.

Descriptors:
*Behavioral Objectives, *Performance Based Teacher Education, *Speech Communication, *Teacher Education Curriculum, *Teacher Qualifications, *Theater Arts

File Number: CBE-158

Proceedings of the National Conference on Minimum Competency Testing. Portland, Oregon: Clearinghouse for Applied Performance Testing. Northwest Regional Educational Laboratory, 1978. 92 pp.

Availability:

Clearinghouse for Applied Performance Testing
The Lindsay Bldg.
710 S.W. Second Ave.
Portland, OR 97204

Order Number:

Also in ERIC: ED 166 248

Abstract:

This document includes the proceedings of a 1978 conference organized around three major issues associated with minimum competency testing: measurement issues; legal considerations; and implications for curriculum, instruction, and student learning. Included are "The Impact of Minimum Competency Testing on School Curricula, Teaching and Students' Learning" by Decker F. Walker; "Are Competency Testing Programs Fair? Legal?" by Merle Steven McClung; "A Debate on the Proposition: Adequate Measurement Technology Exists to Implement Fair, Equitable, and Useful Minimum Competency Testing Programs" by Carol A. Dwyer and Loretta A. Shepard; presentations by a reactor panel consisting of Ellis B. Page, Ruth S. Nickse, and Dale Carlson; and a report of some questions from conference participants and the answers from presenters.

Descriptors:
*Academic Standards, *Basic Skills, *Minimum Competency Testing, *Student Certification, *Testing Problems

File Number: CBE-161

Quinto, Frances, and McKenna, Bernard. Alternatives to Standardized Testing. Washington, D.C.: National Education Association, 1977. 49 pp.

Availability:

Order Number:

National Education Association
1201 - 16th St., N.W.
Washington, D.C. 20036

Abstract:

This monograph is an outgrowth of recommendations made by the National Education Association's Task Force on Testing, which advocates the elimination of norm-referenced, group-administered tests as any part of the student evaluation process. Five alternatives to standardized testing are discussed: contracts with students, interviews, teacher-made tests, objectives-referenced tests, and open admissions.

Descriptors:
Norm Referenced Tests, Standardized Tests

File Number: CBE-162

References Related to Applied Performance Testing. Portland, Ore.: Clearinghouse for Applied Performance Testing. Northwest Regional Educational Laboratory, 1977. 34 pp.

Availability:

Order Number:

Clearinghouse for Applied Performance Testing
The Lindsay Bldg.
710 S.W. Second Avenue
Portland, OR 97204

Abstract:

This collection of references related to applied performance testing is divided into two sections, according to the source of the materials. The first section consists of references to documents and journals available through computer access information bases. This list is made up of the results of searches in Education Resources Information Center (ERIC), Psychological Abstracts, and National Technical Information Services (NTIS). The second section consists of references to additional sources of information on applied performance testing which may be requested directly from the primary sources or are located in academic libraries. A total of 321 listings are included.

Descriptors:

Resource Guides, Performance Based Education, Testing

File Number: CBE-163

Roberson, E. Wayne, ed. Educational Accountability Through Evaluation. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. 107 pp.

Availability:

Educational Technology Publications
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Order Number:

(not available from EDRS)

Also in ERIC: ED 054 221

Abstract:

Three questions were addressed during the Accountability Through Evaluation Institute held in Tucson, Arizona, in April 1970: (1) How effective are schools? (2) What do we have to tackle today in order to prepare for tomorrow? and (3) What relevancy exists in our educational system? The papers in this volume represent solutions examined at the Institute. Titles included are "Educational Accountability" by Lee E. Wickline, "A Scheme for Evaluation" by Robert Armstrong, Terry D. Cornell, Robert Kraner, and E. Wayne Roberson; "A Systematic Approach to Needs Assessment" by Terry D. Cornell; "Planning-Programming-Budgeting Systems" by Arthur O. Bachelor; "Negotiating a Performance Contract" by Albert Mayrhofer; and "Educational Program Audit" by Robert Kraner.

Descriptors:
*Educational Accountability, *Educational Planning, *Educational Programs, *Evaluation

File Number: CBE-164

Rubin, Louis, J., ed. Life Skills in School and Society. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. 171 pp.

Availability:

Order Number:

Association for Supervision and Curriculum Development
1701 K Street, N.W.
Suite 1100
Washington, D.C. 20006

Abstract:

This Yearbook of the Association for Supervision and Curriculum Development attempts to assess what capacities humankind will need in the future and what are the practical implications for the school of those needs. The authors considered such skill categories as cognitive skills, interactive skills, and creative skills. The message of the yearbook seems to be that modifications in education are essential if we are to provide the following needed skills: the ability to think about the self and the society analytically; the ability to remain open, flexible, and tolerant of social change; the ability to exploit one's personal creativity in responding to life and in the use of leisure; the ability to interrelate effectively with other humans; and the ability to retain one's individuality and autonomy within the larger group.

Descriptors:

Daily Living Skill, Skills

File Number: CBE-168

SCA Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates. Falls Church, Virginia: Speech Communication Association, 1978.

Availability:

Order Number:

Speech Communication Association
5205 Leesburg Pike
Falls Church, VA 22041

Abstract:

This chart presents guidelines developed by a task force established by the Speech Communication Association's Educational Policies Board to recommend minimal speaking and listening skills for high school students. The task force emphasized three criteria: the skill must be functional, the skill must be educational, and the skill must be general (needed by graduates from all regions of the United States, from all cultural and economic origins, and with all career and life goals). The competencies are divided into four categories: communication codes, oral message evaluation, basic speech communication skills, and human relations. The chart lists examples for application of each competency in occupational, citizenship, and maintenance contexts.

Descriptors:

Listening Skills, Speech Skills, Secondary Education, Daily Living Skills

File Number: CBE-169

Schalock, H.D. Alternative Models of Competency Based Education. Portland, Oregon: Northwest Regional Educational Laboratory, 1976. 163 pp.

Availability:

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204

Order Number:

Also in ERIC 147 951

Abstract:

This document reviews a variety of educational practices that relate to the concept of competency based education and a variety of programs that are labeled competency based education. Based on these reviews, a working definition for the concept of competency based education is proposed, and the implications of this definition for the organization and operation of schools are explored. Alternative models of competency based educational programs that are in keeping with the proposed definition are discussed.

Descriptors:

*Definitions, *Definitions, *Models, *Performance Based Education, *Program Design

File Number:

CBE 201

Schenck, E. Allen. A Guide to Identifying High School Graduation Competencies: Issues and Examples. Portland, Oregon: Northwest Regional Educational Laboratory, 1978.

Availability:

Office of Marketing
Northwest Regional Educational
Laboratory
710 S.W. Second Avenue
Portland, OR 97201

Order Number:

ED 259 816

Abstract:

This guide is a valuable resource for persons concerned with the process of identification, selection and adoption of high school graduation competencies. Materials in the guide are organized into two sections. The first section contains descriptions of a number of important issues to be addressed during the process of competency identification, alternative ways of resolving these issues and the manner in which they were resolved in order to select competency statements for this guide. The second section consists of a set of seventy-seven graduation competency statements which illustrate the type of outcomes being adopted by school systems as graduation requirements for all students.

Descriptors:

*Graduation Requirements, *Minimum Competency Testing

File Number: CBE-172

Shafer, Robert E. National Assessment: Backgrounds and Projections--1975. Paper presented at the Annual Meeting of the Conference on English Education, March 1975, at Colorado Springs. 18 pp.

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 108 211

Abstract:

A review of literature dealing with educational accountability and a discussion of the history of the movement, this paper suggests that the National Assessment of Educational Progress was partly a result of the public's growing concern about the quality of education and the increase in local, state, and federal taxes needed to support education. The National Assessment gave rise to the development of statewide testing programs. Currently, there are bills under consideration in most state legislatures for "systems approaches" to accountability; as a result, teachers throughout the country are being asked by their state departments of education, by regional accrediting associations, and by school districts to develop a performance-based curriculum in English. It is suggested that a problem exists in this type of curriculum in that it is geared not to meet the needs of the individual student, or even of groups of students, but rather to obtain consistency in state and nationwide educational achievement as evidenced by testing. It is further suggested that English teachers are becoming more aware of the significance of testing and measurement in the English curriculum, and that through this awareness, a new potential of the National Assessment may be realized.

Descriptors:

*Educational Accountability, *Educational Assessment, *Educational Objectives, *English Instruction

File Number: CBE-174

Snider, Robert C. Back to the Basics? Washington, D.C.: National Education Association, 1978. 35 pp.

Availability:

Order Number:

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

Abstract:

This document was prepared to provide reliable and useful information to educators on the issues related to the "Back to the Basics" movement. One purpose is to consider some of the limitations to learning in relation to basic skills; another is to relate present public concern about basic skills to some of the underlying causes, both within the school system and within the society which supports and controls that system. The problem of basic skills and some of the related questions have become a social issue, an economic issue, a racial issue, a political issue, a legal issue, and a philosophical issue about the purposes of education. This paper, therefore, considers the basic skills in a number of contexts. One section of the paper discusses what are the basics; another section discusses the basic skills and literacy. One conclusion drawn is that beyond the fundamental skills of the three R's, there is little agreement about what should be basic in education. There is reason to believe that much of the present public clamor for schools to get back to the basics has less to do with the three R's than with the not so visible agendas of such groups as the "neoconservative New Right, a mixture of taxpayer groups, fundamentalists, and a few unreconstructed racists who want to cut school budgets and preserve the socioeconomic status quo."

Descriptors:

Basic Skills, Public Opinion, Educational Objectives

File Number: CBE-177

Spady, William G. "The Competency Crisis and the High School Diploma." New Directions for Education and Work 1, 2 (1978): 35-46.

Availability:

Order Number:

New Directions for Education and Work
Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

Abstract:

Spady points out that the widespread dissatisfaction with the high school diploma is easily understood, because society seeks explicit evidence of student social responsibility, social integration, personal development, and technical competency, while the diploma gives accurate information regarding attendance and the names of courses taken. The push for competency-based accountability in the public schools is an effectiveness problem that arises substantially out of the poor articulation between the assessment and the instructional systems of the school. At least one critical step in the solution of this entire problem, Spady believes, must be the willingness of colleges and universities to be more candid, enlightened, and daring with respect to admissions evidence and requirements.

Descriptors:

Educational Accountability, Graduation Requirements, School Responsibility, Educational Trends, Educational Assessment

File Number: CBE-179

Strike, Kenneth A. "What Is a 'Competent' High School Graduate?" Educational Leadership 35, 2 (November 1977): 93-97.

Availability:

Order Number:

Educational Leadership
Association for Supervision and
Curriculum Development
1701 K Street, N.W.
Suite 1100
Washington, D.C. 20006

Abstract:

The author argues that we should approach the issues of minimal competencies as a question concerning the kinds of knowledge and skills that are of sufficient social importance that society should be entitled to coerce young people to acquire them. He suggests that society's fundamental interest in education is the avoidance of people who are politically and economically incompetent. He further suggests that the capacity for sound and antonomous judgment and the capacity to resist manipulation may have at least as much claim to be minimal competencies as does literacy, since the extent to which literacy is a minimal competency is dependent on the forms in which our society makes available basic political and economic information. Strike cautions that, in deciding whether to expand minimal competencies, we need to ask whether the problem the competency would address is fundamentally educational and whether society has other devices than school-based instruction for its protection. Further, we need to be careful that in altering the criteria for a high school diploma we do not make access to jobs more difficult for minority youth.

Descriptors:

Performance Based Education, Skills, Educational Objectives, High School Curriculum.

File Number: CBE-182

A Study of Procedures for Developing and Implementing Life-Related Minimal Competency Programs in Fifteen States. Maryland State Department of Education, 1978

Availability:

Order Number:

State Department of Education
6510 Elkridge Landing
Linthicum Heights, MD 21090

Abstract:

This is a report of a study made by the Project Basic Office of the Maryland State Department of Education. The study identifies those states which are moving to the assessment of life-related competencies beyond the basics, describes ways in which these states are developing such assessment programs, and discusses similarities among these states' programs. These beyond-the-basics assessment programs are seen as particularly significant because they may be indicative of the evolution of revised goals for public education. The report includes a summary of findings and a list of questions raised by those findings. Questionnaires used in the study are included in the appendices.

Descriptors:

State Department of Education, State Programs, Daily Living Skills

File Number: CBE-183

Summary of Competency Testing in Fifty States. Reston, Virginia: National Association of Secondary School Principals, May 1978.

Availability:

Order Number:

The National Association of
Secondary School Principals
1904 Association Drive
Reston, VA 22091

Abstract:

This four-page document includes a chart with information about what, if any, type competency tests are used in each state, whether or not the test is tied to promotion and/or graduation, grade levels tested, remediation procedures, and test areas. States having additional competency requirements (other than "basic skills") are cited.

Descriptors:

State Standards, Graduation Requirements, Minimum Competency Testing

File Number: CBE-187

Thompson, Sydney. "Competency-Based Education: Theory and Practice." School Management Digest, Series 1, No. 9. Burlingame: Association of California School Administrators, 1977. 45 pp.

Availability:

Association of California School
Administrators
1575 Old Bayshore Drive
Burlingame, CA 94010

Order Number:

Abstract:

This paper attempts to answer, on the basis of available literature and interviews with practitioners, such questions as what competency-based education is and how it will work in practice. It considers CBE in both theory and practice, first defining CBE and discussing its implications, benefits, and problems. It then views some developing CBE programs and discusses CBE implementation.

Descriptors:

Competency Based Education, Educational Programs, Educational Problems

File Number:

CBE 189

Tractenberg, Paul L. The Legal Implications of Statewide Pupil Performance Standards. Paper prepared for the Education Commission of the States/National Institute of Education Workshops on Minimum Competency Testing, 1977. 41 pp.

Availability:

Order Number:

Publications Office
Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

ED 156 725

Abstract:

Tractenberg examines various constitutional, statutory, and common law theories that may be used to challenge minimum competency standards adopted by states. He outlines the reasoning underlying the two most probable bases for challenges--violation of equal protection and due process requirements. The discussion of legal issues relating to pupil performance standards is tentative, because of the lack of direct precedents.

Descriptors:

*Academic Standards, *Constitutional Law, *Court Litigation, *Legal Responsibility, *School Responsibility, *State Standards

File Number: CBE 192

Wildemuth, Barbara M. Minimal Competency Testing: Issues and Procedures. An Annotated Bibliography. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement and Evaluation, 1977. 18 pp.

Availability:
ERIC Clearinghouse on Tests, Measurement and Evaluation, Educational Testing Service
Princeton, NJ 08540

Order Number:
ED 150 188

Abstract:
This annotated bibliography provides citations of 28 documents dealing with the major problems and issues associated with minimum competency testing. Materials cited are obtainable through the ERIC system or may be located in academic libraries.

Descriptors:
*Annotated Bibliography, *Equivalency Tests, *Graduation Requirements, *Performance Based Education, *Testing Problems

File Number:

CBE 194

Wise, Arthur E. A Critique of "Minimal Competency Testing." Background paper prepared for the Minimal Competency Workshops sponsored by the Education Commission of the States and the National Institute of Education, 1977.

Availability:

Order Number:

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295

ED 156 726

Abstract:

This paper attempts to define minimal competency testing, place it in a larger context, and predict its probable consequences. Wise believes that the two major problems in education are inequality in education and low academic achievement. Generally, problems associated with equality are political rather than technical. Low achievement is a technical problem but not one which Wise believes minimal competency tesing can solve because the causes of this problem are deep and unlikely to respond to the kinds of policy interventions permitted by our current state of knowledge about teaching and learning.

Descriptors:

*Educational Accountability, *Educational Assessment, *Educational Problems, *Equal Education, *Government School Relationship, *Performance-Based Education

Brickell
Brodinsky
Citizen's Introduction to Minimum Competency Programs
Competency Based Education
Competency Based Education Resource Guide
Gonder
Issues in Minimum Competency Testing
Minimum Competency
Proceedings of the National Conference on Minimum Competency Testing
Snider

Behavioral Objectives

Drumheller
Hively
Kapfer
Performance Objectives in Education
Preparation of Elementary and Secondary Teachers in Speech Communication

Case Studies

Hawes

Catalogs

Competency Based Education Sourcebook

College Entrance Examinations

Lipsitz

Competency Based Education

Buchmiller
Competency Based Education Readi-Reference Packet
Conaway
Nagel
Oregon Competency Based Education Publications

Conceptual Schemes

Block

Conference Reports

Bossone (019)
Kay
Miller
Minimum Competency

Costs

Anderson
Popham (156)

Criterion Referenced Tests

Clark
Denham
Glass
Hively
Knapp
Mazzarella
Popham (155)

Curriculum

Bonney
Bracey
Cawelti
Drumheller
Elementary Secondary Guide for Oregon Schools
Kapfer
Strike

Daily Living Skills

Brodinsky
Rubin
SCA Guidelines for Minimal Competencies
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